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ABSTRACT

An approach to continuing professional education, which was used by the Continuing Professional Education Development Project at Pennsylvania State University, is discussed in two papers. The project established alternative approaches to program development and delivery, based in part on a practice orientation to program development. In "Professionals and Professors: A Change Strategy for Institutionalizing Collaborative Continuing Professional Education Program Development," Carl A. Lindsay and Wayne D. Smutz examine institutionalization from a conceptual perspective and describe the project's change strategy. Additional topics include a seven-phase needs assessment/program development process, and collaboration between the university and professional associations. In "Pressure Points for Change: Faculty Views of Continuing Professional Education," William Toombs, Carl A. Lindsay, and Gary A. Hettinger examine the climate for change through a survey of faculty attitudes and perceptions concerning continuing professional education. The current nature of faculty involvement with continuing education, along with faculty relations with a profession or contact with practitioners, was determined. Faculty role behavior (i.e., teaching, research and scholarship, publications, service and consulting) was also assessed. (SW)

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The Continuing Professional Education Development Project is being conducted at The Pennsylvania State University by Planning Studies in Continuing Education in association with the Center for the Study of Higher Education. Major goals of the project are

- To establish collaborative relationships between the University and the professions in order to strengthen the development and implementation of continuing professional education programs
 - To develop and implement practice-oriented continuing professional education programs through the application of the Practice Audit Model to six selected professions
 - To develop models of the University/profession collaborative relationship for continuing professional education which can lead to its institutionalization
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MAINSTREAMING CONTINUING PROFESSIONAL EDUCATION: A CONCEPTUAL
APPROACH AND AN EMPIRICAL STUDY

Professionals and Professors: A Change Strategy
for Institutionalizing Collaborative Continuing
Professional Education Program Development

Pressure Points for Change: Faculty
Views of Continuing Professional Education

April, 1984

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Preface

The two papers in this report originally were prepared for a four-part symposium, "Policies, Professions and Changes: Mainstreaming Continuing Education in the University," presented at the American Educational Research Association annual meeting, April 11-15, 1983. The other two papers in the symposium were presented by researchers from the University of Illinois (Votruba, 1983; Pollicita and Hanna, 1983). Taken together, the four papers examined conceptual and operational issues associated with integrating continuing education into the academic mainstream of the university.

This report presents the approach taken by the Continuing Professional Education Development Project toward achieving one of its major goals: that of institutionalizing its collaborative approach to continuing professional education. Institutionalization is examined from a conceptual perspective in the first paper, which describes the project's change strategy. The second paper examines the climate for change through a survey of faculty attitudes toward and perceptions of continuing professional education. The papers are not intended as the final word on this ongoing issue. Rather, they present a planning approach directed toward the integration of continuing professional education into the central mission and operation of the university.

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Professionals and Professors: A Change Strategy
for Institutionalizing Collaborative Continuing
Professional Education Program Development

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Introduction

...continuing education has always functioned in settings of uncertainty and adversity. I can imagine a transformed and leaner version of what now exists--quick to respond, yet not heavily encumbered by an elaborate administrative apparatus. This calls for considerable risk taking and a willingness on the part of the CPE segment to continue to live on the edge of a university ever unwilling to fully embrace our beliefs and practice (Berlin, 1983, p. 119).

Berlin's summation of his view of the university's role as a provider of continuing education captures the essence of a marginal higher education enterprise serving adults. It also introduces some of the basic issues for discussing the Continuing Professional Education Development Project's strategy for reducing the marginal status of continuing professional education (CPE) at The Pennsylvania State University. Must CPE, as a university function, continue to be marginal activity or "to live on the edge"? Must there be a "we" and "they" when it comes to beliefs and practices regarding legitimate or fully-sanctioned and supported educational programs? What are the beliefs and practices which separate the educational core from the margin? What are the cultural and organizational dimensions of change which must be conceptualized and effected to move CPE from a marginal to central position within the university? What are the risks and probabilities of success for carrying out a change strategy in today's social and academic environment? And finally, how will one know if and when the change has taken place?

These questions have a long-standing history at Penn State, and in the theory and practice of continuing higher education (Waggoner, 1983). This paper attempts to build upon previous thinking in the area, and it is tempered by the experiences of the collaborative Continuing Professional Education Development Project. Because this project is a research and development

effort, the staff and others concerned about the issues it addresses have dual roles of researchers and practitioners. They are developing concepts, putting them into practice, and evaluating how well they work. The process is ongoing because change is fostered by project realities even as attempts are made to capture it conceptually.

This paper on institutionalizing collaborative continuing professional education program development is basically about change. Its purpose is to describe the context for, and a process which is intended to lead to the institutionalization of, an innovation--the innovation being the Continuing Professional Education Development Project's concept of and strategy for developing and implementing CPE programs.

We believe, as others have asserted (e.g., Houle, 1980; Stern, 1983) that the provision of quality CPE programs is an increasingly important societal need and that universities have not assumed an appropriate level of responsibility in working with the professions to meet this need. We will make a distinction between continuing education and continuing professional education and suggest that this distinction has important implications for strategies designed to reposition activities associated with continuing professional education within the academic core. Although both currently have had equal status on paper with instruction and research as University missions, they are not part of the academic core in practice. We will argue that institutionalization, from a conceptual viewpoint, is not a process but a state or status; and that a given function either is or is not within the University's academic core. It is the innovative aspects of the project's approach to CPE program development which the project is attempting to institutionalize through its change strategy. This strategy, characterized as eclectic, is developmental and relies on formal boundary spanners (Aldrich and Herker, 1977) to transmit

the project's change message to organizational contact persons and other organization members. The change strategy is viewed as a process for reducing the marginality of CPE, or its converse, that of moving CPE into the academic core of the university. When CPE has been accepted as an academic core function, it no longer will be perceived as an innovation and will have achieved an institutionalized status.

Foundations and Growth of Continuing Professional Education

The Need for Continuing Professional Education

A common observation is that professionals today are not what they used to be. This is not a pejorative comment, but simply a statement about the changing conditions of professional practice. The image of the sole practitioner tending to the needs of a small group of clients is fading rapidly. Increasingly, the fundamental unit of professional practice is not the individual but a group of practitioners. In addition, professionals are no longer educated and trained for a career, but rather are prepared to begin a career. The rapid rate at which knowledge expands and technological innovations are developed has given rise to the notion of professional obsolescence (Dubin, 1972). Those who do not keep pace not only run the risk of prematurely ending their chosen careers, but also fail to serve their clients adequately.

Even the lines between professions are becoming blurred. Is the patient with anorexia nervosa a case for the physician, the nutritionist, or the psychologist? The answer is probably all three. As a result, professionals increasingly must be able to view the service they provide in a broader, interprofessional context.

The public's perception of professionals is changing as well. Total faith in the professional appears to be waning (Houle, 1980). Certainly the social and consumer movements of recent years, with their underlying challenge to authority, have not left the professions unscathed (Olesen, 1979). As a result, the public no longer passively assumes professional competence, but demands that professionals be held accountable for their actions (Kalman, 1979). Whether or not professional competency actually has decreased, the public's perception cannot be ignored. Indeed, the mandatory versus voluntary continuing professional education debate seems to have been spawned, at least in part, by concern with the public's perceptions.

In addition, understanding of the role of education and learning in every individual's lifespan is evolving (Gross, 1981). The structural changes that America's economy currently is experiencing have brought this lesson vividly to large numbers of blue collar workers. However, the need for lifelong learning cannot be restricted to any one segment of the population. There are developments that have an indirect impact on people across a variety of professions and occupations, and they cannot be ignored. Computers are an example; while the use of computers is not required in all professions and occupations, their use is increasingly common. Those unfamiliar with this technology or unwilling to make use of it run the risk of being left behind.

Given these various developments, the views that pre-professional training prepares the practitioner for life and that individual professionals are solely responsible for maintaining their competency through minor adjustments in practice are no longer tenable. Professionals need help, not only to ensure that their continuing education is effective, but to ensure that it is obtained efficiently. Since professionals have enough to do, there seems to be no reason they also should be educators.

Certainly this situation has not gone unnoticed. One response has been phenomenal growth in the number of continuing education opportunities available to professionals, and an increase in the numbers and kinds of providers (Stern, 1983). In the midst of these developments, universities have not remained completely passive, but neither have they moved to identify continuing professional education as a core activity. Like continuing education in general, continuing professional education appears to maintain a marginal status within the university, with only a few exceptions.

What are the roots of CPE's marginal status within the university? Why hasn't continuing professional education achieved equal status with the pre-service education of professionals in today's universities? What has defined the role that continuing education and continuing professional education play in higher education in general, and at Penn State in particular? The answer for Penn State may be found in its heritage as a land-grant institution.

Missions of Land-Grant Institutions

The Morrill Act of 1862, seen today as a remarkable exercise of social vision, brought forth the land-grant institutions and their familiar tripartite missions of research, instruction, and public service. Two hallmarks of the land-grant concept are that the work of scholars and their research may and should be planned toward utilitarian ends and that the "fruits of research should be taken to the people (Anderson, 1975, p. 4)." Manifestation of these hallmarks are found today in the Agricultural Extension and Continuing Education organizations of the seventy-two land-grant universities in the United States.

As a land-grant institution, The Pennsylvania State University proclaims its ". . . fundamental responsibility is to provide programs of instruction,

research, and public service for the Commonwealth" (The Pennsylvania State University, 1983, p. 11). This responsibility is discharged through the University's three major missions: resident instruction, research, and continuing education. At Penn State, where it is both a mission and an organization, ". . . the primary mission of continuing education is to deliver credit courses, principally to part-time adult students and to deliver non-credit courses, short courses, and conferences to citizens of the Commonwealth at both on- and off-campus sites convenient to the participants (The Pennsylvania State University, 1983, p. 11)". Continuing education thus is viewed primarily as a delivery mechanism and a visible means of providing "public service". Furthermore, it is directly linked through policy statements to the other two University missions, resident instruction and research, because, "All academic matters pertaining to programs in Continuing Education, and their faculty, are the responsibility of the academic deans (The Pennsylvania State University, 1983, p. 11)." The key word is "academic;" academic values represent the cultural core for University faculty (Toombs and Lindsay, 1982). Thus, because of its historical placement in the public service mission of the University, continuing education has been accorded a conceptually integrated yet operationally marginal role in relation to the University's cultural core. Although as an organization Continuing Education provides instruction and disseminates the results of research, its audience is a different clientele and it employs different delivery mechanisms. Hence the image and mission of continuing education, although part of the University's triumverate mission, is not perceived and rewarded by the University community as equal to those of resident instruction and research, wherein academic values and control reside. The basis for continuing education's marginal status rests primarily on its unequal relationship to academic values, and secondarily on its separate

organizational structure, which emphasizes its function as a delivery mechanism for academic programs.

Continuing Education and Continuing Professional Education

In his classical analysis of the marginality of adult education, Clark (1958) identified some of its conceptual and operational features which seem to be directly applicable to continuing higher education as it is practiced and perceived today. Beginning with its structure, Clark noted that adult education typically is part of a larger organization and that it is not integrally related to the core tasks of its parent organization. Adult education suffers from goal diffusion and lacks identity because of its wide clientele and broad subject matter. Because of its strong commitment to service, its programs are tied to client demand and it is viewed as valuing expediency over planning. The short term need for clientele set by adult education's enrollment economy strains against the need for academic respectability as a basis for legitimacy. The basic problem, though, is a conflict of values between adult education and its parent organization. "A service adaptation does not go unchallenged in adult education organizations, however, for it runs counter to widely-held norms and values (Clark, 1958, p. 13)". Among adult education's value conflicts are that it lacks specialization, a key academic value; it lacks integrity, defined by a consistency of action based on self-determination; and hence has little power. As Clark notes, low autonomy and little power are endemic in marginality. Not surprisingly, because he sees a basic incompatibility between service- and academic-based programs, Clark opts for a separate organizational status for adult education.

If Clark's (1958) characterization of marginality is accepted, it can be argued that continuing education at Penn State shares a marginal position in

the University with several other kinds of activities. Although continuing education may be conceptually separate from, it is not operationally inferior to, core activities (Toombs and Lindsay, 1982). However, because continuing education shares many of the characteristics of a marginal educational activity, such as a service orientation and the resulting conflict between service and academic values, its change from a marginal to a core academic activity will require a long-term strategy if, indeed, such a change is possible.

But what about continuing professional education? Is it, too, a marginal academic activity? And if so, what are the prospects for reducing its marginality? Conceptually, CPE is a subset of continuing higher education. Being a component of continuing higher education it is a more focused and bounded activity. Hence it does not suffer from goal diffusion, a major characteristic of continuing education related to its marginal status. As commonly used, the term CPE implies continuing education that is directed toward the improved competence of professionals. Since the target group is specified in CPE, the goal diffusion of continuing education is further reduced. The concept also implies the need for specialization and expertise, two other academic values which are de-emphasized in the broad scope of continuing education.

Operationally, CPE is part of the overall mission of Continuing Education at Penn State. It has been designated as a University priority and growth area for this decade (The Pennsylvania State University, 1980). Within the University, CPE exists in several organizational structures and forms ranging from the College of Business Administration's highly respected and successful Executive Education Program to single programs for various professional groups.

Since it is part of Continuing Education, our assessment of CPE at Penn State indicates that it currently is viewed as a marginal academic activity.

However, because CPE appears to be an activity that is closer to the core academic values, the prospects for reducing its marginality are brighter than those for general continuing education.

The Challenge of Continuing Professional Education

What motivation is needed for universities to fully enter into and embrace CPE? Has the failure to enter strongly into the continuing professional education arena been an appropriate decision? In reality, the choice probably has been a function of non-decision rather than a conscious decision. Regardless, the effect is the same and the question is whether universities have responded appropriately.

A case can be made that universities not only should have an interest in continuing professional education, but that they have an obligation to be involved in more than a minimal way. Is there any reason that institutions concerned with preparing competent individuals for the professions should not also be concerned with maintaining their competency? Is there any reason that institutions which are intimately involved in the development of new knowledge and technological advances should not also be responsible for disseminating that information to practitioners? Is there any reason that institutions which house faculties whose expertise spans the whole spectrum of knowledge should not have something to offer practicing professionals whose educational needs increasingly are interdisciplinary?

Within the universities, if continuing professional education is to be a university responsibility, those concerned with continuing education must find ways to encourage acceptance of that obligation. That is the problem of institutionalization to be addressed.

Institutionalization, Innovation, and Change

Reconsidering Institutionalization

As commonly understood, "to institutionalize" means to make into or consider as an institution; to establish or adopt. There is the implication of moving from a state which is transitory or external to one which is permanent or within a central core. From a sociological perspective, "institutionalization, most broadly conceived, is the process whereby specific cultural elements or objects are adopted by actors in a social system (Clark, 1968, p. 75)." However, the present paper considers a special case of institutionalization, the adoption of an innovation in a higher education setting.

In "Institutionalizing Continuing Professional Education: Toward a Definition of the University Setting," Toombs and Lindsay (1982) examined the notion of institutionalization. After reviewing the rather sparse literature on the concept, they concluded that institutionalization was an appropriate concept to characterize the reduction of the marginal role of CPE within the university and pointed toward the referents of the academic culture which define the university's cultural core. Key academic values identified were:

- expertise, or specialized knowledge and skill in a formal discipline which renders faculty special persons, a priesthood of knowledge.
- independence as professionals, derived in part from their expertise.
- freedom to determine the direction of their professional efforts in the pursuit of knowledge.

These core cultural values are carried out through research, the production and dissemination of scholarly work (including liaison with other colleagues in the field), and teaching full-time graduate and undergraduate students in a resident education setting. These academic cultural values, the

norms for evaluating them, the principle ways they are made manifest, and their organizational or structural referents describe the major aspects of what is institutionalized in academic institutions. Thus, there are two basic dimensions to the concept of institutionalization: (1) a cultural or value system, and (2) an organizational structure that serves as a support system. Any attempt at change and eventual institutionalization ultimately must address both dimensions.

These cultural values and their organizational support systems define the boundaries of activities that are institutionalized in academic institutions. Although institutionalization has been characterized as a process (e.g., Clark, 1968; Eisenstadt, 1969), a given activity at a particular point either is or is not within an institution's cultural core. Thus, institutionalization may be conceptualized as defining a state or status. It may be useful to think of a process that activities must go through to become institutionalized. In effect, such a process is conceptually akin to reducing the degrees of marginality of the activities. Once adopted, these new activities or values lose their separate identity; this is the meaning of institutionalization.

Institutionalization may occur through boundary expansion where an institution incorporates new activities or values. However, the academic culture, which defines the university core, seems to be relatively fixed. Therefore, boundary expansion to include CPE is highly unlikely in the near future. Change or institutionalization also may occur if the activities that are the focus of a change effort can be restructured and presented in fresh ways so that they more closely resemble core academic activities and are therefore consonant with academic values. This approach seems most appropriate for CPE given that it is present, although not fully accepted, within academe.

Regardless of which approach is used, those who want to bring about change must find a way to capture the attention of those who can foster it and assist in institutionalization; any decision process involves individuals and groups who are simultaneously involved in other things. How can a change strategy leading toward the institutionalization of CPE hope to compete for attention? Perhaps the answer rests in the development of an innovation. The innovative aspects of the Continuing Professional Education Development Project represent an approach to change.

The Continuing Professional Education Development Project as an Innovation

The ultimate aim of the Continuing Professional Education Development Project is to develop and demonstrate new ways to enhance the performance of professionals and to engage in the professionalization process as identified by Houle (1980). More specifically, the major concerns of this five-year research and development effort are to establish alternative ways by which continuing professional education programs can be developed and delivered to practitioners. Funded jointly by the W. K. Kellogg Foundation and The Pennsylvania State University, and supported by fourteen professional associations and licensing boards, the project has three major goals:

1. to establish collaborative relationships between the educational community (the university) and the practitioner community (the professional associations) in order to strengthen the development and implementation of continuing professional education programs
2. to develop and implement practice oriented continuing professional education programs through the application of the Practice Audit Model, a seven-phase needs assessment/program development process

3. to develop and to demonstrate models of university/professional association collaboration that will enable the participating organizations to integrate the relationship into their working operations¹

The project's basic structure is built around three elements: (1) project staff members from two separate Penn State organizations, Planning Studies in Continuing Education and the Center for the Study of Higher Education, (2) representatives from state and national professional associations and regulatory agencies, and (3) faculty members from appropriate academic departments at Penn State. These three elements are brought together for each of the five professions² participating in the project to form a separate team for each profession. The formation of these collaborative bodies occurred during the first year of the project (1980-81) and involved (1) identifying appropriate professions to participate in the project, (2) discussing the project with professional association and academic leaders, (3) obtaining agreement to participate from the various organizations, and (4) having the participating organizations appoint individuals to represent them in work with the project.

The framework for the project's activities and processes is provided by the Practice Audit Model, a seven-phase needs assessment/program development process originally developed during Penn State's work with the pharmacy profession (Smutz, et al., 1981). The basic intent of the model, illustrated

¹ Achieving these goals will require adjustments both in the university setting and in professional associations. For the purposes of this paper, however, the discussion will be limited to the university.

² The five professions and/or professional specialties are accounting, architecture, clinical dietetics, clinical psychology and gerontological nursing. A sixth profession is participating in the project but is following a different procedure.

in Figure 1, is to provide a practice orientation to continuing education program development. Its seven phases include:

1. forming the profession teams
2. developing a role delineation or practice description for each profession and identifying the areas of practice on which practitioners will be assessed
3. developing assessment instruments
4. assessing a sample of Pennsylvania practitioners
5. analyzing the results of the assessment exercises to determine those areas where continuing professional education programs may be most useful
6. developing programs
7. delivering programs to the field

Although the model provides a general framework for the project, numerous decisions and considerable work must be done by each team during every phase in order to tailor the effort to each profession. The profession teams are working bodies that move their respective professions through the various phases of the Model. In order to accomplish the work of the project, the five profession teams meet semi-annually on a staggered schedule. Prior to each meeting, project staff members prepare and send team members background materials relevant to the particular phase of the Practice Audit Model being addressed. Critical issues are decided during the meetings and the work to complete a given phase is begun. Importantly, a group process consultant is responsible for managing the meetings to ensure that a consensual style of decision making commensurate with the idea of collaboration is employed. Following the meeting, team members take responsibility for various aspects of

Practice Audit Model

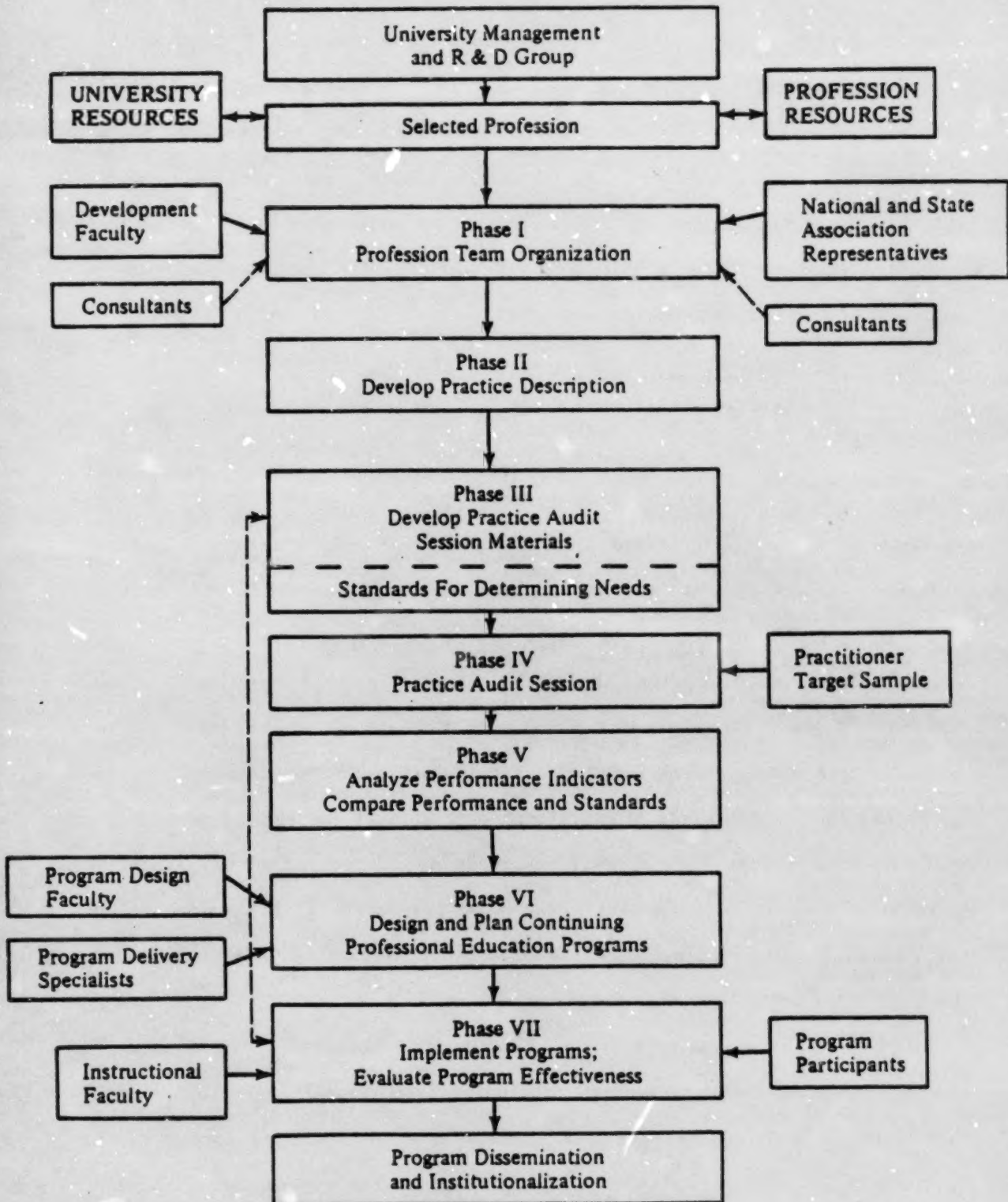


Figure 1

the work that must be completed between team meetings. Then the cycle begins again as the project moves into another phase of the Model.

Is the project's approach innovative or is it merely a change in emphasis with regard to current practices? Certainly, continuing professional education per se is not an innovation. It has a long history at Penn State and currently is a limited part of the activities of many University departments, including the five academic units that are working directly with the project. What then, are the innovative characteristics of the project's approach to CPE?

One innovative characteristic is the project's systematic and structured approach to continuing professional education. The Practice Audit Model, which focuses on identifying practitioners' performance deficiencies through assessment, is a significant advancement over the traditional needs assessment/program development strategies that rely primarily on self perception and/or expert opinion as the basis for programming.

Collaboration is a second innovative characteristic of the project. This approach rests on the assumption that a process which brings together educators and practitioners (or their representatives) to share their perspectives can improve the kinds of continuing professional education programs that are delivered to the field. While there is no guarantee that collaboration will be successful, this process does have the potential to provide unique solutions to continuing education problems that neither educator nor practitioner groups could have developed on their own.

The project's view of CPE as a comprehensive university function is its third innovative characteristic. Continuing professional education, broadly construed as a university function, should have an impact on more than the individual practitioner. It should contribute to the growth and development

of the professions--what Houle calls the professionalization process (1980). Thus, although enhancing competent service through instruction is a major project goal, the project's view of CPE also includes faculty research on profession-related issues such as the definition of competence and performance assessment. Consequently, the project's view of CPE places the activities associated with its development and delivery within the two major domains of the academic culture--instruction and research. The research aspects of CPE already are receiving attention and effort from the project's profession team members. Seven journal articles, based on project concepts and activities, have been written by profession team members and project staff, and twelve papers have been presented at professional association meetings.

From Innovation to Change

There is an important distinction between innovation and change (and the ultimate goal of change, which is institutionalization). As Zaltman, et al. point out, an "... innovation is any idea, practice or material artifact perceived to be new by the relevant unit of adoption. The innovation, then, is the change object. Change, on the other hand, is the alteration in the structure and functioning of a social system (1973, p. 158)." Thus, agreement by various organizations to participate in the Continuing Professional Education Development Project and thereby work on the development of an innovation does not represent change. The commitment of the participating organizations is temporary, extending only for the life of the project. For change to occur, the innovations or some variation of them must be institutionalized.

As stated previously, institutionalization involves two intimately related dimensions. On the one hand, it requires a change in the values, attitudes, and behaviors of an organization's members. It depends on the

incorporation of some aspect of the innovation within organization members' roles; with respect to a university, this means faculty members' roles. On the other hand, it requires changes in the structure and operation of the organization as reflected in policies, procedures, and positions; with respect to the university, this means changes within academic departments or perhaps at the college level.

Given these conditions, what kinds of changes might indicate that the innovation being developed is eventually institutionalized, or that the marginality of continuing professional education has been reduced within a university? Concerning the value/attitude dimension, the expectation is that the interest and willingness of faculty members to participate in CPE teaching and research activities will increase.³ While this does not require that faculty accept CPE activities as equal to basic research and graduate training, it does require that CPE be viewed as a legitimate activity. Legitimacy is the key because a value hierarchy exists within the academic culture even with respect to those activities that currently are viewed as appropriate. Changing values and attitudes is not an easy or a short term task, however. Given the limited time frame of this project, perhaps only limited progress on this dimension can be expected.

The other dimension of institutionalization pertains to an organization's structural arrangements. Several possibilities exist with regard to this dimension. One is that academic departments make a policy commitment to continue to work collaboratively with professional associations in the development of CPE programs. Another is that some office or person within the department (or perhaps at the college level) be assigned responsibility for

³ The accompanying paper is a report on Penn State faculty members' present values and attitudes regarding CPE.

maintaining a relationship with professional associations and for coordinating the development and delivery of CPE programs. Still another is that academic departments officially commit faculty and staff time to CPE affairs. And finally, following the lead of the University of Illinois, ways might be developed to ensure that CPE activities receive appropriate consideration in the context of promotion and tenure decisions. Other possibilities may exist as well. The key point is that some sort of structural change must occur for there to be any indication that the marginal status of CPE has been reduced. Ideally academic structural arrangements and academic values should complement one another, and must do so if complete institutionalization is to be achieved. Within the time frame of the project, this may be an unrealistic goal. At a minimum, some form of structural change should occur, reflecting the adoption of the innovations currently under development.

The above discussion reveals the target of the change effort. The focus is not on changing the behavior of isolated faculty members. While such behavioral change is certainly required for complete institutionalization, the unit of adoption is academic departments. It is for this reason that the project has focused its attention from the beginning on departments rather than on individuals. It was deans and department heads who initially were contacted about participation in the project and it was departments that agreed to participate. Faculty members who serve on the profession teams do so at the request of their departments; a portion of their time is committed to the project by the departments. Thus they are not acting as independent consultants but as departmental representatives. With this in mind, it is now possible to turn to the actual strategy being employed by the project to reduce the marginal status of continuing professional education within the university.

The Change Strategy

Overview of Organizational Change

Planned organizational change has received considerable attention from scholars and practitioners. A number of different approaches to change have come from their work. As Lindquist (1978) and Votruba (1981) point out, the entire change process, in a simplified form, can be viewed as consisting of three components: creating the change message, communicating the message, and making a decision regarding the suggested change. Because each component involves complex processes it is not surprising that approaches to planned change often focus their attention on one or another of the components. For example, the rational model of change emphasizes the quality of the innovation or the change message; the social interaction model focuses on the way in which the innovation is presented or communicated to the target group; and the political model often concentrates on the processes involved in the actual decision regarding change. Because each component is important, it has been suggested that an appropriate change strategy requires that attention be given to all three components of the change process (Lindquist, 1978; Votruba, 1981).

The Continuing Professional Education Development Project has adopted an eclectic approach to planned organizational change. Thus the strategy focuses on all three components of the change process. In considering the rational approach, one must note that it relies heavily on direction of resources toward developing a quality innovation. Recognizing that quality often is a matter of perspective, this approach also suggests that quality be defined to take into consideration the perspectives of the target group. The social interaction model gives attention to the way in which the change message is

communicated and by whom it is communicated. The political model is concerned with the fact that a decision about change will be made eventually and therefore attempts to establish a political base within the prospective adopting units to ensure that the proposed change receives appropriate consideration. Because organizational change is the product of a development process, all three components of the change process must receive attention throughout the life of the project. While one component may be the focus of most attention at any point in time, waiting to communicate the change message until the innovation is fully developed, and/or waiting until the change message has been fully communicated to build a base within the adopting unit would mean that opportunities for laying the groundwork necessary for change would have been bypassed.

Regardless of the change strategy adopted, someone must be responsible for employing it. Certainly the project staff has an important role to play in operationalizing the strategy. However, there is an equally important and perhaps even more critical group of individuals who must be involved in each component of the change strategy. This group is the profession team members which, with respect to the university, means the faculty members who represent their departments on the project. Conceptually and operationally these individuals are viewed as boundary spanners (Tushman and Scanlon, 1981a, 1981b). The term boundary spanner, as used here, refers to an individual who is formally appointed by his or her organization to establish linkages between their organization and its environment, to span the organization's boundary (Aldrich and Herker, 1977).

There are two important points to be made about the boundary spanning role as it is conceptualized in the research literature. The first is that dual functions are associated with this linkage role; not only do boundary

spanners carry pertinent information, perspectives and ideas from their organizations to the environment, but they also carry information from the environment to their organizational bases. As will be pointed out below, it is critical that the profession team members perform both functions in the change strategy being employed by the project. The second important point about the boundary spanning role is that it is officially sanctioned by the sponsoring organization. As previously mentioned, team members were appointed by their organizations. This means that a potential base for establishing the legitimacy of the innovation and change being proposed is available within the target group from the outset. It is because of these two key functions of the boundary spanning role that profession team members are viewed as critical elements in the change strategy.

Creating the Change Message

An innovation of high quality must be developed if there is to be any opportunity for change. The rational approach to change in fact places primary emphasis on this matter, suggesting that the case for change must be made on the basis of a well-reasoned argument and solid evidence (Votruba, 1983). The problem is that there are no absolute criteria for determining the meaning of quality or even of evidence. Different individuals and groups use different criteria. It is paramount, therefore, that those proposing change be concerned with identifying criteria that may be applied by the prospective adopting unit.

Project staff members working on the Continuing Professional Education Development Project believe that collaboration and the particular form of needs assessment/program development being employed have considerable merit. Apparently others agree, as indicated by their willingness to participate in

the project. However, the quality of an innovation in the abstract and its quality when operationalized may be two different things. For change to occur, the operationalization is critical. It is at this point that the contribution of team members to creating the change message is crucial.

The project's design requires that the boundary spanners, by serving on the profession teams, become intimately involved in collaboration and in the needs assessment/program development process. It is the team members who make many of the decisions as a group and who do a considerable amount of work on the project. The value of this concentrated experience is threefold. First, it allows team members to shape the innovation to reflect the concerns and perspectives of their own organization. This should improve the chances that the target audience's criteria of quality are addressed. Second, it creates a feeling of ownership of the innovation among the contributing parties, thereby decreasing the sense that it is motivated solely by external sources. Finally, it provides an opportunity to expose faculty members to the instruction and research opportunities available in CPE over an extended time period. While there is no guarantee that such exposure will alter their attitudes with regard to what is appropriate activity for academicians, it should improve the possibilities for attitudinal adjustment. Thus, through participating in team activities, boundary spanners come to play an important role in creating the change message, and therefore in ensuring that it is better connected with the prospective adopting unit.

Communicating the Change Message

Numerous students of change have argued that creating a high quality change message is not enough. Also critical is how the message is communicated. As Andrew Pettigrew noted with respect to organizational change,

"Where a demand is voiced, who articulates it, who hears it, and how widely it is diffused are all matters of signal importance for the future stages of its career (1973)." Therefore, who communicates the message and who receives it are key factors in this part of the change strategy. Here too, the boundary spanners have a critical role to play.

An important issue with respect to who communicates the change message is the credibility of the source. One problem continuing educators face when attempting to enhance the status of continuing education within the academic arena is their image as outsiders. The project is trying to overcome this problem by having profession team members serve as the primary communicators of the change message. This places no additional burden upon these individuals because they already serve in a boundary spanning role where one of their functions is to keep their departments apprised of the project and its activities. Importantly, utilizing team members as communicators also reduces the concern with credibility. As members of the prospective adopting unit, faculty members already have a base of credibility within that unit that is not available to continuing educators.

There is an additional reason for having team members participate in communicating the change message. Studies of organizational change indicate that key individuals within an organization must be convinced of a given innovation's worthiness before a positive decision will be made. These individuals have been labeled variously as opinion leaders (Rogers and Shoemaker, 1971) and/or gatekeepers (Havelock, 1971). For those interested in generating change, critical tasks include identifying these key individuals, obtaining access to them, and knowing how best to present the message to them. Dealing with such tasks could be quite formidable for anyone who is not part of the prospective adopting unit. From the project's perspective, the value of

utilizing team members to communicate the change message is that they already have a foundation from which to address these matters. For example, as their department's representative to the project, they automatically have access to the department head; as members of the department, they know the key people and have access to them in a variety of settings. This does not mean that project staff members do not have a role in communicating the message. They most certainly do. It does mean, however, that additional resources are available to enhance the chances that the message is communicated appropriately.

Preparing for the Change Decision

Ultimately, a change decision regarding whether to adopt the innovation must be made. Given the environment of universities in general and of academic departments in particular, it is unlikely that such a decision will be made by fiat or in a bureaucratic fashion. Rather, a decision probably will be made through collegial and political processes. If one accepts the political model, which suggests that decision making involves processes of negotiation and compromise among competing interest groups, then it is paramount that those proposing the change establish a base of support within the prospective adopting unit. This should help ensure that the innovations and proposed changes are appropriately placed before the adopting unit and forcefully presented. It also should help ensure that the proponents of the change are familiar with the structure of the unit in order to most effectively usher the change through the decision making process.

How can continuing educators establish a base of support within academic departments? It is difficult for them to do it alone. With respect to the Continuing Professional Education Development Project, team members provide

the basis for a core interest group. Although a positive decision is never guaranteed, profession team members are in a position to assist at the critical point at which a decision is made because of the activities in which they have engaged throughout the project. Through their long-term work on the innovation, it is expected that they will have become intimately familiar with it and will have developed a sense of ownership. Having communicated the change message, they will have established a basis for expanding the potential interest group over a considerable length of time. Being members of the prospective adopting unit, they should have an understanding of how its decision making process works, thereby enhancing the chances that the proposal is appropriately managed through the change process.

The change strategy outlined above is clearly eclectic, drawing on various change models. A common theme running throughout the strategy is that the groundwork for change must be developed over time and that substantial attention must be given to political considerations from beginning to end. Thus, while the various components of the change strategy--creating the message, communicating the message, and preparing for the change decision--may appear to be discrete units, they are quite interrelated. To illustrate, involving representatives from the prospective adopting units in the creation of the change message makes them better communicators and enables them to establish a core interest group within the target audience. In addition, involving them in communicating the change message provides an opportunity to bring the innovation and proposed change regularly to the attention of the target audience. Given that organizations are constantly confronted with competing demands, maintaining the attention of those who will make the decision is not of little importance (March, 1982).

Prospects and Implications

In a recent review, March (1983) emphasizes the need to understand the roles of ambiguity, confusion, and complexity in the literature on emerging developments in the study of organizations. The basic issue is to attempt to understand how organizations bring order to confusing worlds and how they act without the conventional order classically ascribed to organizational behavior. He further notes that understanding organizational change may be not as much a matter of looking for unique change processes as one of looking for the ways in which routine procedures and ordinary behavior both facilitate change and result in occasional surprises.

Certainly it would be comforting to think that routine procedures and ordinary behavior would result in the institutionalization of continuing professional education. CPE's present marginal status makes such an eventuality seem unlikely however. It is for this reason that an explicit change strategy is being used. There is, of course, no assumption or even expectation that such a strategy will lead immediately to wholesale change with regard to CPE. Rather, the project primarily is directed toward gradual acceptance of a collaborative approach to CPE into the academic culture as a valued and legitimate activity. Thus, the change strategy is intended to lay a foundation on which future efforts to bring CPE into the mainstream can build. Such an effort seems more likely to produce the particular change desired than reliance on routine procedures and ordinary behavior which in the academic environment as currently constituted seem to have little to do with CPE.

Whether the project's change strategy will be successful is still unknown at this time. To date, the signs are positive. Near the end of year four of

a five-year effort, the operational aspects of the project are working for all five profession teams. The professional associations and academic departments which agreed to participate in the project over three years ago are still together and there have been very few replacements for their representatives.

The long term success of the change strategy being employed rests on a number of critical assumptions, however. One is that collaboration between academic departments and professional associations will produce high quality CPE programs and enhance the prospects of reducing the marginal status of CPE within the University. The strategy also assumes that representatives from the participating organizations will be convinced of the value of the innovation through their work with the project and that they are developing a sense of ownership in the project's processes and products. Another assumption is that departmental representatives do indeed have credibility, status, and influence in their respective departments; that they understand how decisions are made within the department; that they know who the key individuals are; and that they are politically astute with regard to the decision making process. And finally, it assumes that they not only have the ability to be good communicators, but that they in fact will perform the communication function well. With regard to the last issue, a related research project has been conducted to identify the kind of communication activity that is occurring and the relationship of organizational and individual factors to that activity (Smutz, 1984).

Given the large number of assumptions on which the change strategy is based, it is clear that the path being followed is not without risks and uncertainty. Of course, change can never be guaranteed and the likelihood that any implemented change will be exactly like that planned is even more remote. When the target of change involves developing a marginal activity

into a core one, this is even more likely to be the case. It is only by taking risks and learning from the subsequent successes and failures, however, that progress can be made toward institutionalizing CPE in the higher education environment.

Berlin (1983), as has been noted, asserts that continuing education remains a marginal activity of the higher education community and that it has always functioned in settings of uncertainty and adversity. This view is changing at The Pennsylvania State University, and the project's planning and development approach to integrate CPE into the central mission of the University is one avenue for the change. In the long run, what is learned from the Continuing Professional Education Development Project should help those interested in institutionalizing CPE at The Pennsylvania State University develop additional change strategies and provide valuable lessons for other higher education institutions. In this broad context, the risks being taken seem warranted.

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**Pressure Points for Change: Faculty
Views of Continuing Professional Education**

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Introduction

Organizational change and innovation as general phenomena have been prominent in the literature of higher education for nearly two decades (Miles, 1967; Clark, 1968; Rogers, Shoemaker, 1971; Martorana and Kuhns, 1975; Bennis, Benne, Chin, Carev, 1976; and Lindquist, 1978). In a specific situation, however, the introduction of new functions tends to focus on either a pragmatic approach or a studied approach. For either case it is axiomatic that more information is better than less and the distinction rests on when and how the information is developed.

Most attention has centered on how change can be introduced successfully within a university faculty (Hanna, 1981; Votruba, 1981; Vicere, 1981). This study offers a different approach, an emphasis on where to implant change within an organization. Through a survey of university faculty members, this study provides a detailed description of faculty relationships with continuing education and with licensed professions, identifies the relative importance of faculty roles connected with continuing professional education (CPE), and evaluates a selected group of procedural alternatives.

Setting and Purpose

Few areas of potential growth that have opened to universities in recent years offer more challenge and substance than exchange relationships with mature practitioners in the professions. The Continuing Professional Education Development Project brings together the interest of the W. K. Kellogg Foundation in the improvement of practice and Penn State's experience in continuing education to address aspects of that exchange. The project links six established professions with the University in a collaborative mode to

construct and deliver CPE programs that better reflect the needs of practice (Smutz et al., 1981; Lindsay, et al., 1981). The main vehicle for initiating collaboration is the Practice Audit Model. The particular problem addressed in this paper is the establishment of that collaboration between professional practitioners and professors in the academic core of the University on an ongoing basis.

The Concept of Institutionalization

The process by which new behaviors and the values to support them become integrated within an existing social system is known as "institutionalization". Much of the literature on the topic is unspecific, but there is an underlying assumption that intuitive understanding of the term is not different from technical definitions (Toombs and Lindsay, 1982; Theodorsen, 1969). Establishing a collaborative relationship as part of the academic ethos fits exactly the concept of "institutionalization" as it has matured in sociology and anthropology. Like many other terms from the social sciences, the word has unhappy connotations in its popular usage.

Nevertheless it has special applicability here because much of the success of continuing education has been enhanced by its "marginal" status (Clark, 1958). Conscious separation of continuing education from the core of the academic structure, the disciplinary department, has meant freedom from the constraints of academic tradition and has encouraged creative, service-oriented approaches to program design and delivery in continuing education (Toombs and Lindsay, 1982). Yet, like extension work, service-oriented research, and certain other activities, continuing education has been very much "in" the university organization but not "of" the university in an

academic sense (Maxwell, 1980; Porter, 1970; Patton, 1975). The situation with continuing professional education is more demanding. Only by complete engagement with research and scholarly creativity can the full benefit of collaboration between professor and practitioner be achieved. What is sought is a way of bringing CPE involvement as close as possible to the heart of the academic enterprise.

What is to be institutionalized? Faculty members now design learning experiences for undergraduates and graduate students; these skills can be applied to learning situations for mature practitioners. Faculty members conduct research within the paradigm of a discipline or field of specialization; they could incorporate feedback from practitioners. Faculty members publish and disseminate their work through a network of disciplinary journals; this network could be extended to encompass practitioner-oriented publications. Faculty members belong to narrowly defined academic organizations; the pattern could be broadened to include practitioner organizations.

In summary, one way of institutionalizing a relationship between the university and practitioners is to modify what individual faculty members do as part of their regular professional activities. Before pursuing this role modification idea further it is helpful to mention alternative approaches.

Three Prototypes for Institutionalization

Three illustrations emerge of possible prototypes or pressure points by which institutionalization of activities in the academic setting is achieved. To bring an activity closer to the academic core it may be: (1) incorporated into the professorial role, (2) positioned in the functional pattern of a disciplinary department, or (3) structurally fitted into the organizational framework at the school or college level. Continuing education already is

commonly institutionalized at the university level as a separate division; this could be seen as a fourth prototype if it were not so independent of the academic core.

Evidence for each type of institutionalization -- individual role, department, and college -- is clearly visible in other activities that are part of a university. The incorporation of externally sponsored research into the professorial role since World War II is a striking case of institutionalization by role redefinition. Research activity under sponsorship enjoys high prestige and carries its value through all forms of reward and recognition, compensation, promotion, and tenure. It is identified, contractually as well as colloquially, with the individual, not with the department or school, to the point where favored faculty may carry their grants with them as they move to another setting.

An example of the institutionalization of a function at the department level is found in shared administration. Participation in committee work and the other day-to-day business of the institution gives little benefit to an individual, but every department must keep in touch with administrative decisions. The obligations of governance are shared within the department without significant recognition.

There are numerous special functions institutionalized at the college level, including supervision of externship experiences and coaching athletics (Dillion, 1981). At least one institution, Rutgers University, has reallocated responsibility for continuing education activities to the level of the individual college (Otte, 1980). In some cases liaison with particular groups of practitioners is institutionalized at the college level. Common examples are preparatory courses for professional engineering examinations and in-service training for school teachers and administrators. It is not

uncommon to find satellite units as the medium of institutionalization for a particular group of services or research relationships (Friedman, 1982).

It often appears that redefining the faculty role is the easiest route to institutionalizing a particular behavior. In fact it may well be the most difficult. New behaviors must be fitted into an established and rather well recognized role structure of internalized values, expectations, and activities. Such role components have been used by industrial psychologists to carry out role delineation analyses in many occupations and professions (Shinberg, 1973). The faculty role has been well catalogued by the studies of Blackburn (1978), Bess (1982), and Braxton (1982) building on earlier work of Wilson, Hagstrom, Light, and others. The difficulties of getting acceptance for new activities, however beneficial and intrinsically worthy they may be, arise mostly because these new activities must be congruent with the values, attitudes, and motivations that are basic to the role. A conspicuous case of non-success is found in the endless struggle to improve student advising by insisting that it is part of the faculty role. Worthy and necessary though this function may be, it clashes and grinds with the primary values of "cognitive rationality" so that it never can reach the heart of the faculty role.

Among these prototypes and experimental variations in organizations is there one which will provide the best road for institutionalizing CPE in the collaborative mode? If not, are there values and preferences that suggest an alternative configuration for CPE?

The Research Issues

In the case at hand, is there a reasonable chance that a line of continuing contact with practitioners might be made part of the professional

role of faculty members? Through this contact, we can see that research ideas may be generated, new publication outlets opened, and new kinds of expert performance introduced. We examine the receptivity of faculty members to a set of new role components in two ways:

1. Prospective role behaviors of CPE are presented alongside established and known faculty role components. If the new activity descriptors are evaluated as equal in importance to the older items there might be a reasonable chance of incorporating them into the faculty role.
2. It is also important that a high evaluation of CPE be held in a consistent fashion across the whole faculty. Peer judgment in many forms plays a part in evaluation of everything from budgets to publications. To insure recognition of one's work, there must be a reasonable consensus on the value of CPE activities.

The expectation is that if there is little difference in both evaluations across key faculty subgroups, one could consider making CPE part of the role responsibilities of selected faculty members.

The second research issue concerns faculty members' perceptions of how CPE might be positioned with respect to general policies, organizational settings, rewards, and incentives. Faculty members' evaluations of their alternatives for CPE were of interest, as was an examination of differences across the faculty subgroups employed for the first research issue.

Method

A representative sample of the University teaching faculty was presented with lists of activities, or role descriptors, of two kinds. One set was composed of established, recognized academic role components validated by other studies. The second group was comprised of descriptors of behaviors likely to be associated with an active program of continuing professional education. Respondents were asked to rate the importance of each in terms of,

first, their own professional career and, second, the career of another on whom they might be asked to offer a peer judgment. It was hypothesized that CPE could be integrated into faculty role expectations only if there were agreement across the faculty on its importance. The level of importance is of less consequence than the extent of agreement.

Other research has demonstrated that exposure to continuing education procedures generates more favorable attitudes among faculty members toward such activity. It was reasoned that involvement with a profession might have a similar modifying effect (Hale, 1969; Patton, 1975). Combining these two kinds of experience yielded four faculty groups:

- CE/REL = Has experience with continuing education and a relationship with an established profession.
- CE/NOREL = Has experience with continuing education but no relationship with a profession
- NOCE/REL = Has no experience with continuing education but some relationship with a profession
- NOCE/NOREL = Has no experience with continuing education and no relationship with a profession.

Primary interest is on the judgment of faculty on the importance of two kinds of faculty role behaviors, conventional and new CPE activities. For analytical and interpretive purposes the role behaviors, thirty-four in number, were subdivided into four topical subgroupings: Institution and Learning Design, Research and Scholarship, Publications and Dissemination, and Service and Membership.

Another section of the survey gathered faculty judgments regarding organizational and administrative alternatives for positioning CPE within the University. A five-point scale of "least satisfactorily" to "most satisfactorily" was used. These alternatives covered definition of workload, rewards and compensation, lines of responsibility, and support.

Two major analyses were conducted. For the first, average ratings of role behaviors and policies for CPE by the total group were ranked to determine the relative importance of CPE activities and conventional behaviors and the most promising avenue for positioning CPE. For the second, discriminant function analyses, using four groups of faculty defined by the experience categories, were run to determine the extent to which the four experience groups differed from the overall group in their evaluations of the role behaviors and the alternatives for CPE.

Sample and Respondents

In 1980-81, The Pennsylvania State University employed approximately 3,052 faculty on standing appointments. This total included several categories of academics for whom this study had no relevance. The medical faculty, 236 professors, was deleted because of already established programs of continuing professional education in that college. Personnel on "Fixed Term" appointments (non-continuing positions) were not included, reducing the total by an additional 462 persons. Librarians are part of the faculty structure but the 96 employees of the library holding faculty rank were not included in this sample.

Using the population of teaching faculty at The Pennsylvania State University in the ranks of professor, associate professor, and assistant professor gave an adjusted total of 2,258. By a random selection program the Office of Personnel and Salary Administration drew a 10 percent sample, or 224 names. Twenty-five persons were used for the pretest and interviews yielding a final sample of 199 faculty members.

The revised survey instrument went out in a first wave mailing July 22, 1982. Starting in the Summer Term presented some risk of absent subjects but

appears not to have affected the response rate. A second wave follow-up went out August 8, and a third wave, a reminder, October 8. Telephone requests continued until late November. Anticipating faculty aversion to survey instruments, provision was made for interviews as an alternative. Because only five of the 199 in the sample exercised that option, the data from those meetings were not coded.

By August 30 a 42 percent response was in hand; the final level of return was 68 percent (70 percent if the interviews were included). A total of 135 responses were analyzed. The telephone follow-up provided information on the "refusers" who declined to participate because they were "too busy," "never answer questionnaires," or saw the topic as "unrelated to (their) field".

Is the sample representative of the total faculty? Are the nonrespondents similar to those who returned the material? As shown in Table 1, the distribution pattern of the sample and the respondents within that sample reflect closely the rank structure of the total faculty. The respondents reflect the actual distribution among campus locations rather closely. Furthermore, this is an experienced group with an average of 12.9 years at the University, 19.2 years in their respective fields. Observations about the whole faculty can be made with some assurance but the sample is too limited to allow any breakdown by discipline, college, or specific location.

Table 1
Rank Distribution: Total PSU Faculty and Sample

Rank	Total Faculty		Sample Group		Respondents		Non Respondents	
	N	%	N	%	N	%	N	%
Professor	715	32	56	28	41	30	12	20
Associate Professor	686	30	55	28	39	29	16	27
Assistant Professor	857	38	83	43	55	41	31	53
Total	2258	100	194*	100	135	100	59	100

*Omits five interviewees

Results

The Four Faculty Experience Groups

An understanding of the current nature of faculty members' involvement with continuing education and their relationship with a licensed or certified profession is an important factor for the future development of CPE activities. Table 2 summarizes the relevant experiences of the respondents. Seventy-two faculty members, 53 percent, reported involvement with continuing education (CE) while 47 percent did not identify any involvement (NOCE). Those identifying their work as related to an established profession show approximately the same numbers but in reverse order; sixty-two faculty members acknowledge a tie with a profession, and seventy-three see none. When the two experience criteria are combined we find four rather evenly balanced subgroups in the faculty. Whether these distinctions make any difference in the way

people perceive the behaviors that comprise the faculty role is examined in subsequent sections of this report.

Table 2
Distribution of the Four Faculty
Experience Subgroups

CE Experience	Relation to a Profession				Total	
	Related		Not Related			
	N	%	N	%	N	%
No CE Experience	25	40	38	52	63	47
		(40)		(60)		(100)
CE Experience	37	60	35	48	72	53
		(51)		(46)		(100)
Total	62	100	73	100	135	100
		(46)		(54)		(100)

Note: Row percentages are shown in parentheses.

What kind of involvement did the CE group have? Table 3 records the fact that presentations at conferences and short courses are the most common type of involvement but experience in conducting a course or preparing conference material also is prevalent. Included in the "other" category were grading correspondence courses, participating in a committee to study CE, and directing a CE program.

Table 3
Faculty Involvement with
Continuing Education
(N = 72)

Type	Frequency	Percent
Gave presentation at conference workshop or short course	40	55.5
Prepared program materials for a CE course or conference	36	50.0
Conducted a classroom course	35	48.6
Designed learning materials to be used in CE or correspondence course	28	38.9
Other	16	22.2

Note: Multiple responses are possible.

The relationship with a profession and with practicing professionals is somewhat complex, as seen in examining the subset of sixty-two respondents who reported such relationships. As Table 4 indicates, most usual was the contribution of the respondent's field to the knowledge or skill base of the profession. Only a small number (twenty) reported their programs to be a full preparation for the practice of a profession, suggesting by extrapolation that only about 15 percent of the University faculty are so involved.

Table 4
Faculty Relations with a Profession
and Contact with Practitioners
(N = 62)

Experience	Frequency	Percent
<u>Relation</u>		
Part of the knowledge base for the field of practice	51	82.3
Contributes a component of skill or technique to the field	46	74.2
Necessary component of pre-professional preparation	41	66.1
A component of the professional curriculum supplemented by internship or clinical experience	28	45.2
Full preparation for actual practice	20	32.3
Other	4	6.5
<u>Contact</u>		
Hold membership in an organization that includes some practitioners	43	69.4
Hold membership in an organization that includes mostly practitioners	43	69.4
Provide consulting services to a practitioners' organization or to individual members	36	58.1
Offer instruction to practitioners under continuing education outside the University	22	35.5
Offer instruction to practitioners under continuing education at this University	21	33.9
Sit on a licensing or certifying body	7	11.3
Other	6	9.7

Note: Multiple responses are possible.

Most contact with practitioners is through membership in professional organizations, suggesting this to be an important avenue of outreach for the University. Consulting, reported by thirty-six of sixty-two respondents, is another source of contact with those in professional practice.

Role Behavior Descriptors and Ratings

Respondents rated thirty-four descriptors of faculty roles in terms of their importance to one's own career and their importance when seen on the career record of someone else. A five-point Likert scale, ranging from very unimportant to very important, was used. Each descriptor was classified as being either a conventional role or CPE-related. For analytical and interpretive purposes, the descriptors were grouped further under four topical areas: Instruction and Learning Design, Research and Scholarship, Publication and Dissemination, Service and Membership.

Given that respondents rated each of the thirty-four role items in terms of its career importance to themselves and to others, a key question is: Will faculty members judge the activities of others on independent grounds or on the same basis they use for themselves? To answer this question, ratings for "self" and "others" were correlated for each item in the role behavior set. All thirty-four correlations were equal to or greater than .60 and twenty were equal to or greater than .70. Relatively low correlations occurred for descriptors that dealt with interdisciplinary teaching, developing undergraduate programs, joint research with other universities, and presenting one's research to practitioners. The substantive conclusion is that faculty judgments on the work of others is a close image of the standard they use for their own work. The inability to accept additional or different criteria in judging the performance of others is likely to be a serious obstacle to the

development of diversity among faculty. New kinds of activity, however desirable or in demand, will inevitably founder on the peer judgment processes associated with promotion and tenure. The two sets of ratings, "self" and "others," tend to be redundant because of their high interrelations. Thus, only "self" ratings are employed in presentation of the remainder of the results.

Faculty Evaluations of Role Behaviors

The two key research issues are examined next: What are the relative ratings of the two sets of faculty role behaviors, conventional and CPE-related, and How do these ratings differ across the four faculty experience groups? These issues are examined by presenting the average "self" importance ratings for each of the five topical areas, followed by a discriminant analysis of the ratings based on the four-fold faculty experience groupings. CPE-related role descriptor items are indicated by an asterisk in the tables which follow. The highest mean score on any item was 4.34 and the lowest 2.67, with a mid-point of 3.36. Across the whole range of behaviors, those related to CPE were recognized for their importance with ten out of nineteen above the mid-point. There are, nevertheless, quite distinct views on which behaviors are acceptable.

Instruction and learning design. The activity rated highest in importance in the Instruction and Learning area (see Table 5) was "offering instruction to advanced classes of undergraduates in your specialization". Next highest was "develop new undergraduate curriculum for your department".

Table 5
Ranked Mean Scores and Standard Deviations
for
Instruction and Learning Design Role Items
(N = 131)

Role Item	Mean	Standard Deviation
Offer instruction to advanced undergraduates in specialization	3.91	1.10
Participate in workshops for professionals*	3.53	1.51
Develop new undergraduate curriculum for program	3.36	1.29
Offer instruction to professional practitioners for credit*	3.30	1.38
Participate in evaluation of education programs for professional groups	3.17	1.71
Work on team to design course of study for practitioners*	3.16	1.32
Service on doctoral committee in related field	3.12	1.41
Design or teach interdisciplinary course to undergraduates	3.09	1.28
Offer instruction as tutor or leader to professional practitioners*	3.03	1.23
Develop independent study for undergraduates	3.00	1.16
Work on curriculum change for doctoral program	2.83	1.60
Prepare study materials for practitioners*	2.84	1.67
Offer instruction to part-time adults at undergraduate level	2.75	1.18

* CPE related

These ratings are consistent with a faculty that concentrates on strong baccalaureate majors. Only one CPE related activity in this topical area was rated above the total item mid-point score of 3.36, "participate in short-term workshop for professionals," and then only for one's own career. A very low rating in the instruction group was given to "instruction to part-time adult students at the undergraduate level". Since this activity is a mainstay of many regular continuing education programs, the low standing undoubtedly reflects participation rates of regular faculty members in CE, but not necessarily in CPE. The wide gap in ratings between regular instruction and the kind of instructional activities connected with CPE in this section was not duplicated in the other role groups. It signifies the low valuation, indeed, low appreciation, faculty members have of their skills in the learning area.

The discriminant analysis for this subset of thirteen role descriptors yielded one significant discriminant function (Wilks' lambda = .5959, chi square = 64.94, 39 df, $p < .005$). It accounted for 74.7 percent of the variance and the canonical correlation was .5645. Group centroids on the variables provided good separation between the four faculty experience subgroups:

<u>Group Name</u>	<u>Centroid</u>
NOCE/NOREL	- 1.10
NOCE/REL	0.10
CE/NOREL	0.40
CE/REL	0.57

Faculty members with no CE experience and no relation to a profession are the most disparate group in their evaluation of these role behaviors. The other three groups are closer together with the CE/REL faculty defining the other end of the discriminant function.

Table 6
Correlations Between Discriminating Variables and
Significant Discriminant Function for Instruction and
Learning Design Items

Role Item	Correlation
Work on team to design course of study for practitioners*	.905
Prepare study materials, cassettes, etc., for use by individual practitioners*	.602
Participate in evaluating educational programs of a professional group*	.614
Participate in short term workshop for professionals*	.527
Offer instruction as instructor or discussion leader to practitioners*	.480
Offer instruction to practitioners in credit course*	.463

* CPE-related

Faculty role behaviors which correlated most highly with the discriminant function are shown in Table 6. Only the six correlations which are greater than .40 are reported. Given the separation of the faculty experience subgroups on the group centroids, it is not surprising to note that all six of the role behaviors are CPE-related. It seems evident that faculty members without CE or profession-related experience value CPE-related instruction roles less and differently from those faculty members with experience with CE and the professions.

Research and Scholarship. In contrast to the instruction set, the opportunities for research offered by or connected with CPE were valued very highly (see Table 7). "Presenting one's current research for a group of

practitioners," for example, showed a top score as did a link of theory to practice. This linkage is highly regarded by all subsets. Only the "preparation of a joint grant proposal" rated comparatively low.

This is clearly the most promising and attractive avenue for linking the academic with the practitioner's world. The relationship, according to these data, must be substantive and fit the primary interest pattern of university faculty if it is to be valued highly.

Table 7
Ranked Mean Scores and Standard Deviations
for
Research and Scholarship Role Items
(N = 132)

Role Item	Mean	Standard Deviation
Present current research to practitioners*	3.98	1.38
Conduct joint research with other universities	3.74	1.46
Study a theoretical issue of importance to practitioners*	3.73	1.55
Work with a practitioner on a practical problem*	3.68	1.46
Design research to improve practice*	3.47	1.53
Prepare grant proposal for analysis of practice*	3.00	1.65
Conduct research on teaching in specialized fields	2.98	1.57

* CPE related

The discriminant analysis for these seven role behaviors did not yield a significant discriminant function ($p < .339$). Thus, it appears that these research and scholarship roles are valued similarly across the four faculty subgroups.

Dissemination and Publication

As shown in Table 8, the opportunities for publication and dissemination that could be opened by an association with CPE are valued highly. All the ratings are above the average, reflecting the great importance of displayed expertise or performance in the academic role set. Practitioners display their expertise in the course of their practice but performance outlets in the academic world, particularly those carrying prestige, are hard to find.

Dissemination and publication role behavior items produced one significant discriminant function (Wilks' lambda = .779, chi square = 32.48, 21 df, $p < .05$). It accounted for 63.91 percent of the variance and the canonical correlation was .3873. Group centroids on the variables provided reasonable separation between the four faculty experience subgroups:

<u>Group Name</u>	<u>Centroid</u>
NOCE/NOREL	- 0.59
NOCE/REL	- 0.07
CE/NOREL	0.10
CE/REL	0.53

Again we note that the same two groups, NOCE/NOREL and CE/REL, are most widely separated on the discriminant function with the two remaining groups being most similar.

Table 8
Ranked Mean Scores and Standard Deviations
for
Dissemination and Publications Role Items
(N = 132)

Role Item	Mean	Standard Deviation
Publication in respected journal	4.41	1.24
Publish article on practical implications of one's work*	3.97	1.38
Joint publication on theory/practice with practitioner*	3.86	1.22
Publication in journal for practitioners*	3.82	1.41
Present paper at national conference for practitioners*	3.77	1.36
Publication of research in popular periodical	3.52	1.30
Act as consulting editor of practitioners' journal*	3.50	1.42

* CPE related

The three role behavior items which correlate most highly and positively with the discriminant function are CPE-related. The fourth item, "publication in a respected journal," has a low and negative correlation with the function. Concerning these Dissemination and Publication role behaviors, it appears as if contact with practitioners and CE experience contributes to more positive evaluations of faculty role behaviors associated with CPE activities.

Table 9

Correlations Between Discriminating Variables and
Discriminant Function for
Dissemination and Publication Role Items

Role Item	Correlation
Joint publication on theory/practice with practitioner*	.680
Present paper at national conference for practitioners*	.491
Act as consulting editor of practitioners' journal*	.461
Publication in respected journal	- .241

* CPE-related

Service, Membership, and Consulting

Implicit in this set of behaviors (see Table 10) is the question of whether a motivation to provide service might be the basis of involvement with professional bodies on a lasting basis. Joint consultation with practitioners, a chance to display one's expertise in another setting is the only CPE role item that carried any strong appeal. It was ranked below receiving an award for the improvement of professional practice and holding an office in a professional society. The concept of service does not appear to be a strong motivating factor for academics in general.

Table 10
Ranked Mean Scores and Standard Deviations
for
Service, Membership, and Consulting Role Items
(N = 132)

Role Item	Mean	Standard Deviation
Receive award for improvement of professional practice in one's field	3.98	1.40
Hold office in professional society in one's field	3.77	1.19
Joint consultation with practitioners*	3.65	1.25
Hold office in practitioners' society*	3.16	1.53
Work with state licensing or certifying board for practitioners*	3.12	1.74
Serve as consultant in design of course of study at another university	3.12	1.35
Serve as member of accrediting group for another university	3.07	1.42

* CPE-related

This set of seven role behavior items produced two significant discriminant functions. For the first function, Wilks' lambda = .6556, chi square = 53.98, 21 df, $p < .0001$; for the second function, Wilks' lambda = .8348, chi square = .22.65, 12 df, $p < .030$. The first function accounted for 58.47 percent of the variance, and the second accounted for 37.39 percent. The canonical correlations were .46 and .39 for Functions 1 and 2 respectively. Group centroids for the two discriminant functions are shown below.

<u>Group Name</u>	<u>Centroids</u>	
	<u>Function 1</u>	<u>Function 2</u>
NOCE/NOREL	- 0.313	- 0.519
CE/NOREL	- 0.557	0.498
NOCE/REL	0.263	- 0.306
CE/REL	0.712	0.256

It is seen that Function 1 provides a stronger separation of the four faculty experience subgroups than does Function 2. The centroid pattern for the first function is similar to that observed in the previous analyses, with the NOCE/NOREL and CE/REL, most clearly separated. However, the Function 2 centroid pattern is different, with the NOCE/NOREL and CE/NOREL groups providing the maximum separation. Thus, although this set of role behaviors is valued differently by the four groups, the pattern appears to be more complex than that of the other sets of faculty role items.

Table 11 provides the correlations between the discriminating variables and the two discriminant functions based on Service, Membership, and Consulting role behavior items. It is interesting to note that CPE-related role behavior items do not have the highest correlation with either function, as had been the case in the previous discriminant analyses. The major contributor to Function 1 is "serve as a member of accrediting group for another university;" "serve as a consultant in design of course of study at another university" is the major contributor for Function 2. However, two of the CPE-related role behaviors do correlate moderately with both functions.

Table 11
Correlations Between Discriminating
Variables and Discriminant Functions for Service,
Membership, and Consulting Role Items

Role Item	Function 1 Correlation	Function 2 Correlation
Serve as member of accrediting group for another university	.763	.238
Joint consultation with practitioners*	.557	.370
Hold office in practitioners' society*	.549	.431
Serve as consultant in design of course of study at another university	.488	.751
Work with state licensing or certifying board for practitioners*	.278	.506
Hold office in professional society in one's field	.280	.435
Receive an award for improvement of practice in one's field	.312	.184

* CPE-related

Policy and Procedures

One other kind of reaction came from respondents who were asked for their opinions on administrative procedures and policies that might be used to support the introduction of a CPE endeavor (see Table 12). With two exceptions, there were no strong voices on how a CPE activity should be dealt with administratively. Respondents saw the declaration of CPE as part of the university mission to be very important, the second highest score in the whole instrument. There were no differences on this point among the subgroups. The second strong unified judgment was a negative one on the proposal of a separate faculty for CPE. Again this brought the lowest rating of any item.

A few clues are offered by the judgments about compensation, workload definition, and the locus of activity. However, the frequency distributions and standard deviations reflect more dispersion of views in this section than in the others.

Several observations can be made: there is a preference for having CPE defined as part of the regular load; consideration for promotion should be given on the basis of CPE as teaching; compensation should be in the regular salary structure and the department is the preferred locus for CPE; the college is not seen as satisfactory. When these opinions were taken together, they present the idea that CPE activity would be most acceptable if it were fitted into the existing pattern of administration and participation but with an explicit mission statement to support it.

The discriminant function analysis for the set of fourteen CPE policy and procedure items failed to yield a significant discriminant function ($p < .539$). Thus, we may infer that the four faculty subgroups' evaluations of these items do not differ significantly from the total group's evaluation. The implication is that there is a fair degree of unanimity across the faculty with regard to their evaluations of these alternatives for positioning CPE within the University.

Table 12
Mean Scores and Standard Deviations
for Satisfaction with Proposed
Policies and Procedures for CPE
(N = 132)

Policy or Procedure	Mean	Standard Deviation
<u>Definition of Academic Workload for CPE</u>		
CPE part of regular load	3.43	1.45
Department should decide	3.43	1.42
All activities with practitioners part of professional time	3.40	1.44
No special policies needed	2.98	1.46
College should decide	2.61	1.27
Only CPE instructional work as part of assigned load	2.51	1.13
CPE treated as consulting	2.37	1.29
<u>CPE Compensation and Rewards</u>		
CPE part of regular salary	3.06	1.55
CPE compensation independent of University	2.90	1.30
CPE work as supplement pay	2.73	1.32
Promotion--CPE factor teaching	3.90	1.12
Promotion--CPE factor as a public service activity	3.23	1.26
Promotion--CPE factor most similar to research	2.93	1.35
CPE faculty--fixed term contract	2.18	1.28
CPE faculty--separate	1.88	1.20

Table 12 (cont'd)

Mean Scores and Standard Deviations
for Satisfaction with Proposed
Policies and Procedures for CPE
(N = 132)

Policy or Procedure	Mean	Standard Deviation
<u>Administrative Support for CPE</u>		
CPE part of University mission	4.14	1.00
Charge department with specific relation to CPE	3.79	1.18
Provide individual faculty with additional support for CPE	3.70	1.20
Colleges should set up special office for CPE	3.02	1.30

Summary and Conclusions

How can a collaborative approach to CPE be introduced and "institutionalized" within a university faculty? The data developed here tell much about the motivations that must be respected, something about activities that will be picked up easily, and a small suggestion about where CPE might be positioned. They indicate that a requirement for participation in joint relationships with practitioners as an expected part of the regular faculty role probably would not work. The value of such activity is differently perceived by faculty, depending largely on their experience. Nevertheless, many of the activities connected with a collaborative CPE effort, particularly those in research and publications, are rated as important. One can conclude that the overall prospects for institutionalizing CPE are good, but given the

disparate views of the four faculty experience subgroups two of which are quite far apart, a modification of the faculty role is probably not the best vehicle for stimulating CPE.

There are some interesting indications of the faculty value structure in these data. Expert knowledge and the recognition of its quality is the dominant value. The evidence for this common issue lies in the fact that no discriminant function was found for that set of items dealing with research. When we consider the forms that recognition may take or, indeed, what constitutes evidence of expertise in terms of performance, some strongly held differences come in. Everyone agrees on publication in a respected journal as a prime form of recognition as witnessed by the non-significant discriminant function for this and stated role behaviors. For many, but not all, the translation of theory into some aspect of practice is acceptable evidence of expertise. In addition, short cycle workshops and joint enterprises with practitioners are, for some, acceptable items that should go on one's vita. This information indicates agreement on values but disagreement on the kind of performance that manifests these values. Only activities perceived to be connected to the core in some way will gain acceptance.

In contrast, approaches that fix on low valued activities will not produce a sustained interest for CPE. For example, an emphasis on instruction, formal or casual, or on the preparation of learning materials will not work. Neither will an appeal to service get very wide results as a motivator. Even more important for those who do participate, these activities will not earn the common approval of their colleagues.

From the data it may be concluded that faculty members at Penn State are prepared to support the introduction of CPE in the following ways:

Participate in activities on a long-term basis that lead to recognition of the quality of their work.

Enter joint relationships that enhance, apply, or acknowledge the substance of their academic work.

Undertake short-term involvement, workshops, out of curiosity and broad interest without expectation of reward.

Accept the University's stated commitment to CPE as part of the institutional mission.

Acknowledge the work of others in CPE for promotion, tenure, and compensation only when it fits into value structure.

Looking at the obverse side of the data, faculty are not now prepared to:

Apply differential standards in the promotion and tenure process to recognize a variety of specialized activities in the University.

Devote great effort to instruction or learning design problems.

Respond to simple incentives, extra pay, perquisites, etc. over a long period of time.

Prescribe a particular organizational form by which CPE can be conducted in the University.

The alert reader will have spotted a troublesome paradox in these data. Overall, faculty members tend to judge others by the standards they apply to themselves. But there are four groups that hold different standards of performance depending on the area of activity. This suggests that when individuals present performance data on, for example, tenure and promotion that is reviewed across college and departmental lines, tensions and collisions of judgment are likely to occur. This is indeed the case and the personnel policies that are put forward as a common framework for evaluation come under constant criticism and debate. It is not the policies that cause the trouble but rather the subcultures and their value structures as they seek to interpret policy.

The importance of approaching the institutionalization of CPE through the central value structure of faculty members is accentuated by the data from the "Policy and Procedures" section of this survey. Beyond the opinions that CPE

work should be defined as part of the workload, considered as part of teaching for promotion purposes, and lodged in the department, there is little consensus among the faculty about how this kind of program should be administered. Faculty members do reject the creation of a separate faculty, look askance at putting the activity at the college level, and do not believe it should be treated as consulting.

To achieve institutionalization, the procedures and substance of collaboration around continuing professional education must connect with the intellectual heart of the enterprise. Data developed here show that a simple modification of the faculty role, whether by requirements or incentives, will not provide an easy "pressure point". There are encouragements, however, and faculty members see promise when joint publication, collaborative research, and opportunities for recognition are pointed out.

Fortunately continuing education for professionals is more likely to afford that linkage than most other activities now being pressed upon universities.

APPENDIX A

PART D - PROFESSIONAL ACTIVITIES

Statements describing the professional activities associated with the academic profession are presented below under several familiar headings. Please rate the importance of each item from five points of view:

From the viewpoint of your own career; how much importance would you give to this kind of activity if you had the opportunity?

From the viewpoint of a committee member making a peer judgement for promotion or tenure; how important would you rate this on the career record of someone else?

Your Career Circle Unimpt./Very Impt.		Other: Circle Unimpt./Very Impt.
	① Instruction/Designing Learning Materials	
1 2 3 4 5	--work on curriculum changes for doctoral program	1 2 3 4 5
1 2 3 4 5	--serve on a doctoral committee for a graduate student in a related field	1 2 3 4 5
1 2 3 4 5	--offer instruction to advanced classes of undergraduates in your specialization	1 2 3 4 5
1 2 3 4 5	--develop independent study programs for undergraduates	1 2 3 4 5
1 2 3 4 5	--design or teach an interdisciplinary course for undergraduates	1 2 3 4 5
1 2 3 4 5	--develop new undergraduate curricula for your department or program	1 2 3 4 5
1 2 3 4 5	--offer instruction to part-time adult students at undergraduate level	1 2 3 4 5
1 2 3 4 5	--offer instruction to professional practitioners to a credit course	1 2 3 4 5
1 2 3 4 5	--participate in a short term workshop for professionals	1 2 3 4 5
1 2 3 4 5	--offer instruction as a tutor or discussion leader to professional practitioners	1 2 3 4 5
1 2 3 4 5	--work on a team with professionals to design a course of study for practitioners	1 2 3 4 5

Your Career Circle Unimpt./Very Impt.	1. Continued	Other: Circle Unimpt./Very Impt.
1 2 3 4 5	--prepare study materials, cassettes, self-study courses, for use by individual practitioners	1 2 3 4 5
1 2 3 4 5	--participate in evaluating educational programs of a professional group	1 2 3 4 5
	Comments _____	

② Research and Scholarship

1 2 3 4 5	--participate in joint research with faculty at other universities	1 2 3 4 5
1 2 3 4 5	--carry out research on teaching in a specialized field	1 2 3 4 5
1 2 3 4 5	--work with a practitioner in a profession on a solving practical problem	1 2 3 4 5
1 2 3 4 5	--design a program of research to help improve professional practice	1 2 3 4 5
1 2 3 4 5	--study a theoretical issue of special importance to practitioners	1 2 3 4 5
1 2 3 4 5	--prepare a grant proposal dealing with the analysis of professional practice	1 2 3 4 5
1 2 3 4 5	--present a paper on one's current research to a group of practitioners	1 2 3 4 5

③ Dissemination and Publication

1 2 3 4 5	--report research in a journal respected in your field	1 2 3 4 5
1 2 3 4 5	--publish an article on research for a popular periodical	1 2 3 4 5
1 2 3 4 5	--publish an article on the practical implications of one's work	1 2 3 4 5
1 2 3 4 5	--publish an article in a journal read mostly by practitioners	1 2 3 4 5
1 2 3 4 5	--join with a practitioner to produce an article/book that links theory and practice	1 2 3 4 5
1 2 3 4 5	--act as a consulting editor for a practitioner's journal	1 2 3 4 5
1 2 3 4 5	--present a paper at a national conference of professional practitioners in a related field	1 2 3 4 5

Your Career Circle Unimp./Very Imp.	④ Service, Membership, and Consulting	Other: Circle Unimp./Very Imp.
1 2 3 4 5	--visit another institution as a member of an accrediting group	1 2 3 4 5
1 2 3 4 5	--serve as a consultant on designing a course of study in a field at another university	1 2 3 4 5
1 2 3 4 5	--accept an office in a professional society in one's field of specialization	1 2 3 4 5
1 2 3 4 5	--join with practitioners on a consulting project	1 2 3 4 5
1 2 3 4 5	--work with a state licensing or certifying board for practitioners	1 2 3 4 5
1 2 3 4 5	--hold office in an organization of professional practitioners	1 2 3 4 5
1 2 3 4 5	--received an award for a contribution to the improvement of professional practice related to one's field	1 2 3 4 5

① PART C - POLICY AND PROCEDURES

There is no exact model of what university involvement with continuing professional education (CPE) will mean to faculty members. However, based on what is known about similar programs, executive management programs for example, it is clear that some faculty will have to commit a share of time and effort continuously to the activity. They will be doing many of the same things they do now, teaching, research, writing, and liaison, but partly in relation to practice rather than theory. The statements below describe some of the policies and procedures that might be adopted to support CPE. Please rate these in terms of how satisfactory you believe the policy would be to faculty members.

	Circle your Choice Least Satisfactory	Most Satisfactory
① Definition of Academic Practice ("workload")		
--work with practitioners and professional associations on CPE should be scheduled and defined as <u>part of regular assigned load</u>	1 2 3 4 5	
--only <u>instructional work</u> with CPE should be included as part of assigned workload	1 2 3 4 5	
--all activities with practitioners should be considered as <u>part of general professional time</u> , that is like service and research activity, unscheduled and open to choice	1 2 3 4 5	
--activities involving CPE should be treated as <u>consulting</u> independent of scheduled and unscheduled workload	1 2 3 4 5	
--no special policies are needed. Faculty can decide individually whether association with the profession is warranted.	1 2 3 4 5	

	Circle your Choice Least Satisfactory	Most Satisfactory
① Continued		
--the department is the appropriate place to define how CPE should be fitted into faculty activities	1 2 3 4 5	
--only at the college level can the position of CPE be effectively defined	1 2 3 4 5	
② Compensations and Rewards		
--participation in CPE should be considered part of the regular salary structure	1 2 3 4 5	
--compensation for CPE work should be made by a supplementary pay scale commensurate with rank	1 2 3 4 5	
--compensation for CPE should follow a consulting pattern independent of the university	1 2 3 4 5	
--promotion criteria should recognize CPE as a component of instruction	1 2 3 4 5	
--promotion criteria should recognize CPE as most similar to research	1 2 3 4 5	
--promotion criteria should recognize CPE as a public service activity	1 2 3 4 5	
--faculty within departments who are heavily involved with CPE should be on fixed term contracts rather than tenure appointments	1 2 3 4 5	
--a special class of faculty in a special division of the university should be established to work exclusively with CPE	1 2 3 4 5	
③ Support		
--the university should declare continuing professional education as part of its mission	1 2 3 4 5	
--departments with special relationships to professions should be given a specific charge to do that work	1 2 3 4 5	
--colleges that work with CPE should set up a separate office or division for it	1 2 3 4 5	
--individual faculty members working with CPE should have additional secretarial support and travel funds	1 2 3 4 5	
④ What conditions, particularly intrinsic factors, would make work with practitioners on CPE attractive to you?		

Thank you. Any other comments?

Please return to:
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Project Reports Available

The Practice Audit Model: A Process for Continuing Professional Education Needs Assessment and Program Development, March, 1981 (\$5.00).

Professional and Occupational Practice Requirements: A Continuing Professional Education Series (2nd Edition), May, 1981 (\$10.00).

Mainstreaming Continuing Professional Education: A Conceptual Approach and An Empirical Study, April, 1984 (\$10.00).

Establishing Foundations for University/Professional Association Collaboration, April, 1984 (\$5.00).

Working Papers Available

A Model and Process for University/Professional Association Collaboration, June, 1981 (\$5.00).

The Medical Audit: Implications for Continuing Medical Education, August, 1981 (\$5.00).

Project Reports and Working Papers may be ordered from Commonwealth Educational System Stores, 9 J. Orvis Keller Building, The Pennsylvania State University, University Park, PA 16802. Prices include postage and handling. Checks should be payable to The Pennsylvania State University.

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Australians usually list them. This order reflects their population and, roughly, their order of settlement. It is the order followed in this volume wherever state differences are discussed.

State or Territory	Population	Capital City	Population	Percentage Living in Capital City
New South Wales (NSW)	5,269,800	Sydney	3,204,211	61%
Victoria (Vic.)	3,971,000	Melbourne	2,722,541	69%
Queensland (Qld.)	2,386,200	Brisbane	1,028,295	43%
South Australia (SA)	1,325,900	Adelaide	931,886	70%
Western Australia (WA)	1,317,500	Perth	898,918	68%
Tasmania (Tas.)	428,500	Hobart	168,358	39%
Australian Capital Territory (ACT)	226,500	Canberra	220,423	97%
Northern Territory (NT)	127,000	Darwin	61,412	48%

Population: As of December 31, 1981, Australia's population numbered 15,053,600 persons. For purposes of comparison, the U.S. 1980 official census reported the population of New York State as 17,557,268.

Official language: English. Aboriginal languages are spoken within isolated tribal settlements.

Literacy rate: 98%.

Main religions: Anglican 28%, other Protestant 25%, Roman Catholic 25%.

Ethnic groups: British descent 95%, other European 3%, Aborigines 1.5%.

Geography: Approximately one-third of the country is desert, one-third steppe or semi-desert. The remaining third of the country is hilly and well-watered with tropical rain forests, and fertile coastal areas.

Structure of the Educational System

The educational system of Australia, as outlined in Table 1, is comprised of three basic levels: primary, secondary, and tertiary. Tertiary education is offered by the universities and the colleges of advanced education (CAEs), described in Chapter 3. The sector called "Technical and Further Education" (TAFE) straddles the secondary and tertiary sectors; it is described in Chapter 4. While offered primarily by the CAEs, teacher training as a profession has developed somewhat independently from them. Therefore, while teacher training programs and awards are included in Chapter 3, "Tertiary Education," the training programs themselves which lead to the teaching profession are summarized in Chapter 5. Other types of professional education—nursing, music, theological, and other fields requiring professional membership—are summarized in Chapter 6.

education department in each state or territory. All other schools, whether administered by a religious denomination or a private corporation, are non-government. One of the important aspects of the system is that regardless of the kinds of schools they attend, most Australian secondary school students take an external or standardized examination at the end of Year 12. The importance of this exam is such that the primary goal of at least the last two years of secondary schooling is success on this examination. Thus, the exam becomes an end in itself to the students who frequently can't even think beyond the certificate and the examination which leads to it. Australians concerned about the high failure rate of first-year university students are urging secondary schools to provide more information about career and university/college choice. Therefore, changes are constantly occurring in all states and at all levels of education, as greater efforts are being made to provide students with career and guidance information and actual work experiences, which are designed to make the transition to higher education and/or the world of work more effective.

More than a fifth of all primary and secondary school students in Australia attend non-government or private/parochial schools; the proportion is higher at the secondary level. Non-government secondary schools are also called "grammar schools" or "colleges," and some have been well established for a long time. Many are conducted by religious denominations and range all the way from prestigious Anglican and Roman Catholic schools to very small "Christian" schools. (Some of the smaller "Christian" schools were established by fundamentalist religious organizations from the United States; in spelling and social science, particularly, their curriculums reflect not Australian but U.S. methods, culture, and geography.) The Roman Catholic schools are so numerous that each state has a Catholic education authority which performs many of the same functions as the public school authorities. Other private/parochial schools range from the exclusive grammar schools (often Anglican, modeled after Eton, Harrow, etc., in Great Britain) to those run by corporate bodies.

In each state, students in the private/parochial schools are prepared for the same public external exams as are students attending government schools. Legally, the only requirement for private/parochial instruction is that it be regular and efficient; and the different state authorities have varying practices for ensuring such standards.

Private/parochial schools charge fees. The federal government provides some funding for capital development and recurrent expenditure based on resources already available to a school. Private/parochial schools either belong to a system of schools (e.g., the schools which are organized into the Roman Catholic system are called "systemic schools") or operate as autonomous units (called "non-systemic schools"). Federal recurrent grants to systemic schools are paid to system authorities which then redistribute funds; grants to non-systemic schools are made to the schools directly.

High schools. The two most frequently attended types of high schools used to be the academic high schools, in which it was expected that students would remain through Year 12 (in the past Year 11) in order to possibly gain

NEW SOUTH WALES
BOARD OF SENIOR SCHOOL STUDIES

HIGHER SCHOOL CERTIFICATE

This is to certify that *****
has completed an approved course of senior secondary education
and has been awarded the following results at the Higher
School Certificate Examination 1988

COURSE	GRADE	SCALED MARK	PERCENTILE
ENGLISH UNIT A	1	85/100	90
ENGLISH UNIT B	1	85/100	90
GENERAL STUDIES UNIT 1	1	85/100	90
GENERAL STUDIES UNIT 2	1	85/100	90
OTHER APPROVED COURSE			
RELIGIOUS STUDIES	1	85/100	90

Marked by ***** *on* 15/12/88

Signature

Document 2.2. NSW: Higher School Certificate (Year 12)

The HSC, as its name implies, is awarded only to students who go through the regular school examination procedures. Private study candidates, or students who attempt the HSC program of study without attending a secondary school, are not entitled to the HSC. Instead, they receive a Statement of Attainments, which lists their exam results (including scaled marks and percentile bands) in the same way that results are listed on the HSC (see Document 2.2). The Statement of Attainments, for all practical purposes, may be regarded as the equivalent of the HSC, if all subject requirements are met.

At the present time there is no certificate or leaving statement that can be issued between the School Certificate and the HSC in New South Wales. However, there is a proposal under consideration for a Certificate of Secondary Education which would serve as a cumulative account of schooling achieved up through a particular date. If this proposal is adopted, the HSC will continue to exist as the matriculation device for university entrance, and entrance to colleges of advanced education.

Grading

The "Scaled Mark" that a student in New South Wales receives in each subject on the Higher School Certificate is a composite mark: one-half is the mark estimated by the individual school, moderated by the student's performance on the external exam; the other half is the mark obtained by the student in the HSC examinations. Each unit of study carries from 1 to 50 marks (e.g., a 2 unit course carries from 1 to 100 marks, a 3 unit course from 1 to 150). Marks are indicated on the certificate in the column titled "Scaled Mark." There is no one point on the scale of marks considered not passing; however, universities and

TAFE Study in Higher School Certificate (HSC) Subjects. Most technical high schools offer, under the TAFE umbrella, some HSC subjects. Leaving technical courses officially have equal status with high school Year 11 "leaving" courses. Thus, students who pass the Leaving Technical examinations in appropriate subjects are considered to have the prerequisites to enroll in HSC subjects if they later wish to qualify for entrance to a tertiary institution.

Tertiary Orientation Program (TOP). TOP programs were designed as access programs for students seen as traditionally discouraged from tertiary study. Increasingly, however, they are being used as alternatives to the HSC, and in effect, a student completing a TOP program after a discouraging attempt at the HSC examinations is almost getting a second attempt at the HSC without penalty. (Second attempts at the HSC itself are discounted by 10% of the second-round marks.) Usually a TOP Year 12 program of study consists of four or five subjects directly related to the student's tertiary objective (e.g., art, business, paramedical, etc.).

Students enter a TOP program after Year 11, or after a program called the Tertiary Orientation Year (TOY) intended for those who have ceased formal education and wish to return. (Successful completion of a TOY program also qualifies students for middle-level certificate study.) A TOY program is equivalent in level to completion of Year 11 (sometimes called Form V).

Technical high schools offer TOP programs in their TAFE divisions, and TAFE approves and funds TOP courses. (However, TOP courses must be accredited by colleges of advanced education. Additionally, the certificate for a TOP year is actually issued by the college which accredits the course program, rather than by the technical high school or TAFE institution. Grading for courses on TOP certificates is in percentages with 50% as the minimum passing grade.

Relatively few students attempt tertiary entrance via a TOP program, and therefore, the program is not as competitive or rigorous as the regular HSC subjects and examinations. Approximately 35,800 students sat for HSC subject examinations in 1981 and received an Anderson Score for tertiary entrance consideration; about 3000 students applied that same year for tertiary admissions consideration based on their TOP qualifications. Students with TOP qualifications are increasingly gaining places at the universities; however, a number are not obtaining a place at the university or college of their choice.

TAFE Certificate and Diploma Study. Many students, after earning the Leaving Technical Certificate, proceed to TAFE colleges to earn apprenticeship, certificate, or diploma qualifications for certain vocations and trades. For a full discussion of TAFE opportunities, refer to Chapter 4.

Guidelines for U.S. Admissions Officers

The High Schools. Syllabuses for many Group 1 subjects are sophisticated and demanding, and students prepare for the subject exams with a high degree of intensity. If their postsecondary objectives require a high pass rate on the Higher School Certificate (HSC), students at the end of Year 10 will examine various secondary schools' pass rates and seek admission to schools with the

In "Core Subject Areas," the number listed under the column labeled "Course," indicates the specific year's core syllabus. Similarly, under "Other Assessed Subjects," each subject title may include a number. This number (e.g., Art 3, Clothing and Fabrics 3, Anthropology 1, etc.) indicates the stage or level of the subject.

Instead of tracks for students with different academic interests and abilities, syllabuses are examined at varying levels of difficulty in Years 8 through 10 in Western Australia. Thus, assessment of English, science, and social studies is at three levels: advanced, intermediate, and basic. Approximately 25% of Year 10 students qualify at the advanced level, 50% at the intermediate level, and 25% at the basic level. Assessment of mathematics is at four levels: advanced, ordinary, elementary, and basic. Approximately 25% of Year 10 students qualify at each of these levels.

Within each level of the core subjects, two grades are awarded: CR (credit pass) and pass. A pass is not indicated by any particular symbol; rather, it is indicated by merely listing the subject and level, where appropriate, on the certificate. Where work in any subject is unsatisfactory it is considered not passing, and is not listed on the certificate at all. Approximately 50% of the students at each level receive CR in the core subjects.

With the exception of foreign languages, "other assessed subjects" are not examined at different levels. Two grades are awarded: pass with credit or pass, which is indicated simply by listing the subject on the certificate. When work in any subject is unsatisfactory, it is considered not passing, and is not listed on the certificate at all. In foreign languages there are two levels of assessment: "upper" and "elementary." Approximately 50% of the students receive results at each level. Grades in the upper level for a language are "credit pass" or "pass"; grades at the elementary level are "elementary credit pass" or "elementary pass." Half the students at each level receive each grade. There is no failure as such in the core and other subjects assessed for the Achievement Certificate. However, approximately 2% of the students assessed receive no award, or passing grade, at all.

Some subjects are offered because of their general educational value, and are not assessed and graded. These are listed in the lowermost portion of the Achievement Certificate.

Former Year 10 Certificates and Grading⁵

Through 1969-72: Junior Examination Certificate. Length of program—3 years, after 7 years of primary education. Type of exam—external (internal examinations in five practical subjects were also available to approved schools). Grading—pass fail.

Beginning in 1970: The Achievement Certificate, as discussed in this section, was gradually introduced by the Board of Secondary Education, first as an interim measure. By 1971, all Year 8 students in all schools except two embarked on courses leading to the Achievement Certificate.

5. CUY, 1970, p. 1544; and Gasnetti, Sepmeyer, and Sharp, pp. 21, 22.

A.C.T. SCHOOLS AUTHORITY
AUSTRALIAN CAPITAL TERRITORY YEAR 12 CERTIFICATE
SUPPLEMENTARY INFORMATION
FOR TERTIARY ENTRANCE

NAME: _____ DATE AND SIGNED: _____

FOR: 3 TERMS IN 1979 AND 3 TERMS IN 1980

HAS COMPLETED A PATTERN OF STUDY WHICH CONSIDERED BY THE AUSTRALIAN NATIONAL COLLEGE OF ADVANCED EDUCATION, AND HAS RECEIVED THE GRADES OF ACHIEVEMENT LISTED BELOW:

TERTIARY ACCREDITED COURSES:

COURSE	GRADE	SCORE
ENGLISH (I)	MAJOR	97 (96)
MATHEMATICS - SEQUENCE 4	MAJOR	77 (78)
HUMAN BIOLOGY	MAJOR	90 (88)
ANCIENT HISTORY	MINOR	97 (93)
CONTINUING FRENCH	MINOR	84 (84)
SOCIAL PSYCHOLOGY	MAJOR	92 (88)

ASAT SCORES

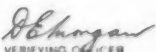
SCORE	VERBAL SUB-SCORE	QUANTITATIVE SUB-SCORE	TOTAL SCORE
81	73	78	

ACT TERTIARY ENTRANCE SCORE 329

RANK POSITION BY YEAR 12 CANDIDATURE 92.25
RANK POSITION BY YEAR 12 AGE COHORT 97.89

LEVEL OF COMPETENCE IN ENGLISH COMPREHENSION AND EXPRESSION: COMPETENT

ISSUED ON 11TH DECEMBER, 1980 WITHOUT ALTERATION, EXCEPT OR ADDITION.


VERIFYING OFFICER


CHIEF EDUCATION OFFICER

A.C.T. SCHOOLS AUTHORITY
AUSTRALIAN CAPITAL TERRITORY YEAR 12 CERTIFICATE
SECONDARY COLLEGE RECORD

NAME: _____ DATE AND SIGNED: _____

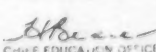
FOR: 3 TERMS IN 1979 AND 3 TERMS IN 1980

RECEIVED THE FOLLOWING GRADES OF ACHIEVEMENT:

COURSE	GRADE	SCORE
ENGLISH (I)	MAJOR	97
INTEGRATED ENGLISH I	MAJOR	97
COMMUNICATIONS II	MAJOR	97
PRINT MEDIA	MAJOR	97
SHORT STORY	MAJOR	97
AUSTRALIAN LITERATURE	MAJOR	97
EXTENSIVE WRITING I	MAJOR	97
WORKSHOP	MAJOR	97
INTEGRATED ENGLISH III	MAJOR	97
MATHEMATICS - SEQUENCE 4	MAJOR	97
MATHEMATICS B	MAJOR	97
ALGEBRA I	MAJOR	97
TRIGONOMETRY	MAJOR	97
ANALYTIC GEOMETRY I	MAJOR	97
CALCULUS I	MAJOR	97
CALCULUS II	MAJOR	97
HUMAN BIOLOGY	MAJOR	97
BODY SYSTEMS I	MAJOR	97
BODY SYSTEMS II	MAJOR	97
GENETICS	MAJOR	97
HUMAN IN THE ANIMAL KINGDOM	MAJOR	97
HUMAN IN THE COMMUNITY	MAJOR	97
ANCIENT HISTORY	MAJOR	97
EARLY MAN AND THE EARLY NEAR EAST	MAJOR	97
THE EARLY ROMAN EMPIRE	MAJOR	97
GREECE AT ITS GREATEST	MAJOR	97
CONTINUING FRENCH	MAJOR	97
CONTINUING FRENCH 2	MAJOR	97
CONTINUING FRENCH 3	MAJOR	97
SOCIAL PSYCHOLOGY	MAJOR	97
AN INTRODUCTION TO SOCIAL PSYCHOLOGY	MAJOR	97
SPECIALIZATION (SOCIAL PSYCHOLOGY)	MAJOR	97
THE INDIVIDUAL AND THE FAMILY	MAJOR	97
ATTITUDES	MAJOR	97
SOCIAL RELATIONSHIPS	MAJOR	97
UNGROUPED UNITS	MAJOR	97
TELEVISION AND COMMUNICATIONS I	MAJOR	97
FOOD AND SOCIETY	MAJOR	97
COMMUNITY INVOLVEMENT I	MAJOR	97
COMMUNITY INVOLVEMENT II	MAJOR	97
ORIENTEERING I	MAJOR	97

ISSUED ON 11TH DECEMBER, 1980 WITHOUT ALTERATION, EXCEPT OR ADDITION.


PRINCIPAL


CHIEF EDUCATION OFFICER